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NEW MEXICO STATE EVALUATION REPORT FOR FISCAL YEAR 1967 FOR P.L. 89-750 PROJECTS FOR  
NEGLECTED AND DELINQUENT PROGRAMS.

New Mexico State Dept. of Education, Santa Fe.

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The 1967 Elementary and Secondary Education Act Title I programs for neglected and delinquent students in New Mexico are examined in this report. Two state and four local institutions were eligible for these programs. Along with specific descriptive data on the programs, the report briefly describes innovative projects, the students' most pressing educational needs, the results of objective (standardized test scores) and subjective measurement of the students' academic achievement and program services. It includes, in addition, information on personnel training, the operation and services of the State Department of Education, community involvement, and dissemination efforts. One section contains more detailed descriptions of two individual projects. (EF)

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# ANNUAL EVALUATION REPORT

1966 - 1967

## TITLE I

P.L. 89-750

NEGLECTED AND DELINQUENT CHILDREN

ESEA PROJECTS

UD 004 984

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE  
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STATE ANNUAL EVALUATION REPORT FOR FISCAL YEAR 1967  
FOR P.L. 89-750 PROJECTS  
FOR NEGLECTED AND DELINQUENT PROGRAMS

NEW MEXICO

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UD 004 984

**TITLE I, ESEA SERVICES**



**STATE OF NEW MEXICO**

**DEPARTMENT OF EDUCATION**

**CAPITOL BUILDING**

**SANTA FE**

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October 25, 1957

**TO:** Mr. John F. Hughes, Director  
Division of Compensatory Education  
Bureau of Elementary and Secondary Education  
Office of Education  
Department of Health, Education & Welfare  
Washington, D. C. 20202

**FROM:** Mildred Fitzpatrick, Chairman  
Title I, ESEA Services  
Department of Education  
Santa Fe, New Mexico

**SUBJ:** State Annual Evaluation Report for Neglected  
and Delinquent Programs, Title I, ESEA,  
Fiscal Year 1957

Herein is contained the Annual Evaluation  
Report of Title I, ESEA Programs for Neglected  
and Delinquent Children, conducted in eligible  
schools and institutions in New Mexico during  
the 1957 fiscal year.

The pages that follow are a comprehensive report and analysis of Title I, ESEA programs for Neglected and Delinquent Children in New Mexico. The programs for Neglected and Delinquent Children were initiated during the latter half of the 1966-67 school year when P.L. 89-10, as amended by P.L. 89-750, directed that such local and state institutions with neglected and/or delinquent children become eligible to initiate special educational programs to meet the special educational needs of these children. There are two state institutions and four local institutions that were eligible for these programs in New Mexico. Each of the eligible schools has successfully implemented such a program.

Numbered items in this report are a direct response to identically numbered questions contained in the evaluation format supplied by the USOE in May, 1967.

# PROJECT INSTITUTIONS

| <u>State Institutions</u>                                | <u>Allocation</u> | <u># Students</u> |
|----------------------------------------------------------|-------------------|-------------------|
| 1. New Mexico Boys' School<br>Springer, New Mexico       | \$16,797.00       | 291               |
| 2. Girls' Welfare Home<br>Albuquerque, New Mexico        | 6,111.00          | 87                |
| <u>Local Institutions</u>                                |                   |                   |
| 3. St. Anthony's Orphanage<br>Albuquerque, New Mexico    | 24,800.00         | 122               |
| 4. Berean Mission, Inc.<br>Bloomfield, New Mexico        | 8,611.50          | 50                |
| 5. All Tribes Indian School<br>Jemez Springs, New Mexico | 4,600.00          | 27                |
| 6. McCurdy Mission School<br>Española, New Mexico        | 17,895.00         | 85                |

## I. Project Data (State Totals)

Unduplicated Count of Children Participating

|                                                                                           | <u>State<br/>Institution Program</u> | <u>Local<br/>Institution Program</u> |
|-------------------------------------------------------------------------------------------|--------------------------------------|--------------------------------------|
| A. Number of Institutions Participating<br>in Title I Programs                            | <u>2</u>                             | <u>4</u>                             |
| B. Number of Children<br>in Public Schools<br>Participating                               | <u>378</u>                           | <u>-0-</u>                           |
| C. Number of Children<br>in Non-Public Schools<br>Participating                           | <u>-0-</u>                           | <u>284</u>                           |
| D. Number of Children Not<br>Enrolled Participating                                       | <u>-0-</u>                           | <u>-0-</u>                           |
| E. Total Number of Children<br>Participating in<br>Neglected and Delin-<br>quent Programs | <u>378</u>                           | <u>284</u>                           |

## II. INNOVATIVE PROJECTS

An innovative and/or exemplary project that has been developed and implemented as a result of funds that became available for special educational programs include:

- A. Summer Program for Development and Enrichment of Educational Skills - New Mexico Boys' School  
Springer, New Mexico

Under this project, the following services were provided for delinquent students at the Springer Boys' School:

(1) An academic school program for male juvenile delinquents assigned to honor camps during the summer and for whom no program was provided under normal operation of the educational program. The course of study was primarily in the area of general remedial work for both elementary and secondary students; (2) a similar summer school program for male juvenile delinquents at the parent institution; (3) expanded library services and facilities for students involved in the program at the parent correctional institution.

Through the use of qualified staff and consultant services hired from local school districts where the honor camps were located, a three-month educational program was established for students in residence at the camps. A similar program was provided for students at the parent institution. Two qualified instructors were hired at each site, and in addition, a librarian

was hired at the parent institution to provide library services that have never before been available to students at the institution. Results of the program were very gratifying and a similar program will be planned for next year. Communication skills of the students involved and the favorable attitude of students in the programs indicate a definite element of success. This is a program that the institution has always wanted to provide for the students, and the availability of Title I funds for such a program brought about its reality. Results of the program are expected to be visible during the coming academic year school program. The total cost of the program was \$16,000.

### III. MOST PRESSING EDUCATIONAL NEEDS

The five most pressing educational needs of institutions serving neglected and delinquent students, as identified by the institutions, are as follows:

1. Inadequate language arts skills.

Each institution identified deficiencies in language arts skills as a priority need. Poor performance on standardized tests requiring certain levels of verbal proficiency indicated that an overwhelming percentage of students were deficient in all areas of the language arts.

2. Inadequate library service.

Each institution chose to implement a project that would improve or expand existing library facilities. Limited or inadequate facilities were identified by all institutions as a pressing educational need.

3. Inadequate guidance services.

Each institution felt the need to provide expanded guidance and counseling services under their Title I project. Several of the institutions had no formal system of providing guidance or counseling services for the special needs of their students. Guidance programs that did exist were expanded to provide specialized service for neglected and delinquent children.

4. Food-Health services.

Local institutions identified food-health services as a priority need. Initial surveys and examinations were conducted to determine the extent of existing service. Neither of the two state institutions identified food-health services as a pressing educational need.

5. Physical education and/or recreation.

All schools identified physical education and recreation as priority needs for neglected and delinquent children. In most institutions, no formal program or equipment was available to provide these services for students.

#### IV. OBJECTIVE MEASUREMENTS

A. (1) Refer to Appendix A for standardized test results used to evaluate two projects for neglected and delinquent children.

(2) Results of these standardized test scores tend to show educational achievement and educational growth beyond normal expectations. In both projects where pre- and post-testing was conducted, a significant movement among the quartile standings is evident.

(3) It is difficult to find an appropriate instrument to measure achievement in reading or mathematics skills among the neglected and delinquent students involved in our Title I programs. A very high percentage of these students are Spanish-speaking students and the normal standardized test does not account or give credit for the severe language problem that exists. These students are also from low-income or poverty home environment and standardized tests fail to account for cultural status or weakness in verbal and non-verbal functioning that accompany such a cultural status. We have yet to find an appropriate test that will take into account our language problem and the cultural deprivation factor, and yet yield significantly reliable and valid results.

## 2. Teacher Developed Tests

(1) As a general rule, teacher-developed tests are used more often than standardized tests in measuring the achievement of neglected and children involved in our Title I projects. The factors mentioned above are responsible for the desirability of using teacher-made tests instead of standardized tests.

(2) Teacher-made tests are readily used to measure the success of our Title I projects. These teacher-made tests used to evaluate Title I projects for neglected and delinquent students have been very successful.

## V. SUBJECTIVE MEASUREMENTS

A. Teacher and administrator assessment of progress as a result of Title I programs for neglected and delinquent children has been uniform in reporting substantial progress. The new opportunities for approaching old problems with modern methods and modern equipment have done much to upgrade the level of instruction and the level of achievement among neglected and delinquent students. Teachers are especially cognizant of the increased morale among fellow teachers and students. This increase in understanding has come about as a result of new and concerted efforts to provide them with meaningful instructional approaches. Local and state

institutions uniformly report that new approaches have brought about a new awareness among the students, and that the behavior, attitudes, and self-concept of students has been noticeably improved.

B. The response of state and local administrators to the change and opportunities available through Title I projects has strongly voiced the conclusions that the programs developed to meet the needs of these neglected and delinquent students have been most successful. This is further evidenced by the fact that most institutions are continuing and expanding their projects.

C. Community members and parents have become more aware of the special educational needs of neglected and delinquent students. Teachers, administrators, and students themselves have become aware of the efforts local, state and federal governments are making to improve educational programs for these children. The increased morale among teachers and students has become an important factor in judging the success of Title I projects. Teachers and students are now aware of the programs that are specially designed to increase the educational attainment of these disadvantaged students and affirmative response from both has been extremely encouraged.

#### VI. GENERAL PROGRAM EFFECTIVENESS

A. Local and state institutions have provided the

following services over and above regular school programs. These programs were implemented to supplement existing programs, expand existing programs, and in most cases to provide services that were not previously available.

1. Guidance and Psychological Counseling Programs
2. Language Arts Programs in Reading and Speech
3. Cultural Enrichment Programs in Music and Excursions
4. Health and Food Service Programs
5. New and Modern Technological Devices as Teaching Aids.

B. Project activities which were judged to have been most effective in increasing educational attainment towards stated project objectives are:

| <u>Pre-School - Grade 3</u> | <u>Grades 4 - 6</u>    | <u>Grades 7 - 12</u> |
|-----------------------------|------------------------|----------------------|
| Language Arts               | P.E. and Recreation    | Language Arts        |
| Art and Music               | Food-Health Projects   | Guidance Programs    |
| Food-Health Projects        | Language Arts Projects | Food-Health Proj.    |

C. & D. Specific classroom procedures and project activities that were cited as most effective include:

1. Use of Language Laboratory

One school reported that the opportunity and interest stimulated by the new language lab brought about a marked increase in the number of students who wanted to take part in the language arts program and also increased

the verbal scores of these children on standardized tests.

## 2. Provision for Recreation Equipment

All schools with projects in physical education and recreation reported an increase in student morale that carried over into the classroom. One principal remarked that the students involved in the new physical education program were now showing improvement in attitude, behavior, and academic rating of their reading classes.

## 3. Addition of A-V Materials

All evaluation reports indicated that the acquisition of needed instructional supplies and equipment greatly assisted the instructional process. Local institutions for the first time were able to acquire items such as projectors, laboratory materials, and technological supplies for Language Arts, Reading and Speech instruction.

E. Refer to Appendix "B" for a description of the Title I program, Springer Boys' School, which is innovative and unique in New Mexico.

F. Recidivism Rates for Delinquent Institutions for the past year are listed in Appendix "C".

VII. PERSONNEL AND PERSONNEL TRAINING

- A. Three institutions conducting Title I projects for neglected and delinquent children provided In-Service training for personnel involved in the projects. The In-Service training was not always a part of the Title I project, but an In-Service program conducted by the institutions for other personnel also.
- B. Number of personnel receiving In-Service training:
- |                          |    |
|--------------------------|----|
| 1. Teachers -            | 10 |
| 2. Other Professionals - | 2  |
| 3. Non-Professionals -   | 8  |
- C. Total cost of In-Service training paid for from Title I funds was \$800.
- D. Refer to Appendix "D" for a chart listing the types of In-Service training provided for our teachers.
- E. In-Service topics rated as having the greatest impact on the success of school programs are (1) cultural background of educationally disadvantaged or neglected and delinquent children; (2) general orientation to Title I programs and neglected and delinquent programs; and (3) measurement, evaluation and reporting. The best method for presenting In-Service training programs as rated by all Title I schools is (1) Workshops; and (2) Special Summer Institutes.
- F. University personnel are responsible for conducting the In-Service training for the majority of Title I schools.

G. Teacher Aides

1. Six teacher aides were employed in the various projects for neglected and delinquent children last year.
2. Composition of the teacher aides are as follows:

|                        |   |
|------------------------|---|
| Parents -              | 2 |
| H.S. Students -        | 0 |
| College Students -     | 0 |
| Community Volunteers - | 4 |

VIII. COMMUNITY INVOLVEMENT

A. Other federal programs which are utilized to provide educational services in neglected and delinquent institutions are Title II and III of ESEA. Title II funds are available to both local and state institutions on the basis of enrollment. A Title III project is currently being initiated at the New Mexico Boys' School in Springer and will be a cooperative program in mental health with the local educational agency.

B. All programs under ESEA supplement each other. Since all schools are conducting library service projects, the materials made available through Title II naturally supplement the total program as well as the Title I program.

C. We would suggest that the various federal programs be incorporated into one program with one central administration agency. Local educators constantly complain

of the many different programs and the mass of paper-work required for each. A simple consolidation would eliminate many problems.

IX. STATE OPERATIONS AND SERVICES

A. Prior to Title I of ESEA, the State Department of Education provided professional services to state and local institutions with neglected and delinquent children on the same basis as educational agencies without such children. The Department of Education has provided the same professional services for these schools as were provided for all schools throughout the state.

B. The Title I projects for neglected and delinquent institutions are administered by the Title I, ESEA Services, a division within the State Department of Education. A professional staff member within the Title I Services is assigned the task of coordinating these projects.

C. The State Department of Education has provided neglected and delinquent institutions with services in the following areas:

1. Project Development and Implementation

Specialists in every area, instructional or service, are available to local or state institutions in planning, developing, and implementing their Title I projects. Projects written in a special area are

coordinated with the Department of Education Specialist in that area. Administrative and fiscal assistance is also provided.

## 2. Project Evaluation

Workshops, newsletters, and site visits are provided for all educational agencies. Department of Education Specialists in evaluation, guidance and testing work with local agencies in developing adequate evaluation designs.

## 3. Information Dissemination

Periodic newsletters and reports of special projects are printed and disseminated to all Title I schools in the state. Local and state institutions are encouraged to provide the SEA with material that can be published and is worthy of dissemination.

# X. DISSEMINATION

A. Dissemination of worthy materials to state and local schools has played an important part in the administration of Title I. A Title I staff member is assigned to publish a monthly newsletter giving information about projects and programs of various types. In addition, this staff member publishes periodic reports on special programs or special project activities. These special reports are disseminated at local, state and national levels.

## XI. MAJOR PROBLEM AREAS

Major problems encountered by local and state educational agencies in implementing the Title I neglected and delinquent program are as follows:

### A. (1) Middle of Year Funding

Institutions eligible for assistance under the neglected and delinquent amendment were notified of their eligibility three months before the end of the current school year. It was extremely difficult to design a meaningful project that was to take up only the last month of school.

### (2) Late Funding-Indefinite Funding

Local and state educational agencies are hampered in planning special educational programs with any degree of certainty. Educational programs require much planning and the system of funding these projects does not allow state or local people to do this planning. Local superintendents do not know how much money they can expect from their Title I allocation and they must start the school year not knowing what their allocation for that school year will be. This presents insurmountable problems in planning for acquiring supplies, equipment, and qualified staff members.

### (3) Evaluation

It becomes increasingly difficult to collect the

data required by the USOE. It is difficult to gather this material when school is not actually in session and the people who are working in or administering the projects are not available. It has been the procedure of the USOE to notify states of the data requirements only weeks or days before the end of the school year. This problem could be eliminated by a determination of what data is necessary and the State Educational Agencies notified before the middle of the school year. Preferably, the notification would arrive in the early part of the school year.

E. No problems have been encountered by the state of local agencies in approving proposals.

# # # #

## APPENDIX A

# APPENDIX "A"

## STANDARD TEST RESULTS

GRADES 7 - 12

ACTIVITY Reading

| PRE and POST | Date of Test | Test Name | Form | No. of Students Tested | Raw Score Mean | Raw Score Standard Deviation | Number of Students Scoring According to National Norm |            |            |            |
|--------------|--------------|-----------|------|------------------------|----------------|------------------------------|-------------------------------------------------------|------------|------------|------------|
|              |              |           |      |                        |                |                              | 25th %ile & Below                                     | 26-50 %ile | 51-75 %ile | 76-99 %ile |
| Pre          | Apr. '67     | Sat       | W    | 86                     | -              | -                            | 39                                                    | 37         | 7          | 3          |
| Post         | Aug. '67     | Sat       | W    | 83                     | -              | -                            | 26                                                    | 50         | 10         | 3          |
| Pre          | Jan. '67     | Cat       | W    | 29                     | 76             | -                            | 8                                                     | 13         | 6          | 2          |
| Post         | Jly. '67     | Cat       | Z    | 29                     | 83             | -                            | 7                                                     | 12         | 8          | 2          |

APPENDIX B

FINAL REPORT  
NEW MEXICO BOYS' SCHOOL  
CAMP SIERRA BLANCA

August 30, 1967

BACKGROUND:

The New Mexico Boys' School, through Title I project, had funds allocated to them from the ESEA of Public Law 89-10 to set up an experimental project designed to determine if a scholastic and academic program could and would be successful at Camp Sierra Blanca.

The program was established experimentally in June of 1967 and a subsequent grant was made to the Ruidoso Public Schools to the tune of \$6120 to carry on the project.

The New Mexico Boys' School at Springer, New Mexico has a written agreement with the Ruidoso school district to act as the coordinator of the project.

1. It was mutually agreed by the two parties concerned that the program would run for a period of twelve weeks.
2. The Ruidoso school district would furnish two qualified teachers and one consultant for the operation and development of the program.
3. The purpose of the program was to establish an effective academic education program for the students in the forestry camp.
4. It was agreed that the Ruidoso school district would furnish an evaluation of the effectiveness of the program along with a recommendation for the development of an organized educational program to start with the fall semester of the 1967-68 school year.

At the half-way point our recommendations were as follows:

1. Three teachers
  - A. Arts and Crafts

B. Two Academic

1. Language Arts

Certified in high school English and remedial or developmental reading.

2. Mathematics

Certified in high school math.

II. Boys should meet classes on alternate days so forest service contact can be made. Formal instruction should be held in mornings with teachers available in afternoons for planning, conferences and individual help for students.

III. Teachers should have available all types of audiovisual equipment and materials for remedial help and programmed materials for students who can read well enough to understand it.

IV. We definitely recommend the continuation of the above type academic program for the boys at Camp Sierra Blanca geared to the potential of each individual boy. The original testing done at the beginning and the re-testing at the half-way point proves the effectiveness of the program.

EVALUATION:

In evaluating the program as it was handled this past summer I would like to state unequivocally that the academic program that was initiated in June was highly successful. At the half-way point a mid-term report was released by Adrian L. Moore, Assistant Director,

which I shall enclose as ready reference, one can easily see that the assistant director related that it was highly successful and beneficial to the participants in the program.

The coordinator and director of the project, which in this case was George P. White, Superintendent of Schools of Ruidoso, visited the camp regularly once a week and worked hand and glove with the acting director, Lucio Zamora, and the two teachers, Pat Valliant and M.B. McGuire.

At the very beginning of the school program tests were given by the two instructors to find out where the boys were achievement-wise, and as suspected, their scores, according to the chronological age, were very low. Mr. McGuire administered the arithmetic tests and Mr. Valliant administered the reading and English tests. At the close of the program they were re-tested and their report was most enlightening. As an example, Mr. Valliant found that those who were reading 100 words a minute were reading 300 words a minute at the end of the session. Mr. McGuire reported those achieving at a 4th grade level at the beginning of the program had come up as far as the 8th grade level at the end of the summer session. I am sure that these two men would make these results available - both to the two new instructors and the acting director if they so desire. Both instructors reported to the coordinator-director that not only did these boys progress academically but that they had a tremendous change of attitude toward school work. The boys were most apprehensive at the beginning of the program but were enthusiastic supporters at the close of the session.

Some of the boys earned a Carnegie credit and this will be placed in the boy's folder as credit earned from the Ruidoso High School, and once he returns to civilian life to enter a high school this credit could be applied toward graduation requirements.

Both instructors and the coordinator found cooperation with the director, acting director and all of the staff members exceptionally fine. In fact it was only through the efforts of everyone concerned that the program was as successful as we now know it to be. The cooperation as manifested by everybody concerned was most heartwarming to both the instructors and the coordinator - in knowing that they had the boys at heart and were trying to rehabilitate these youngsters. No difficulties were encountered at any time. The Ruidoso Public Schools loaned the school any and all supplies and materials that were necessary to carry on the program, and all the latest aids in both the fields of mathematics and language arts, and were used by both instructors.

As the coordinator and director of the project observed the overall picture it was his conclusion that the success of the project was due to the high caliber of instructors. They immediately set up a rapport with the students that made them want to learn for probably

first time in their lives. So, as the coordinator-director evaluates the program he would have the following recommendations to make for the continuing program in the 1967-68 school year.

### RECOMMENDATIONS:

In light of the evaluation that I have just given I would like to recommend the following in regard to the program for the 1967-68 school year:

1. I think very definitely that a continuous program during the academic year is a must for these young boys and I would highly recommend that a good strong academic program should always be a part of their rehabilitation.
2. I would recommend that the personnel employed in teaching the academic work be fully qualified people with an attitude that these boys can and must be helped and motivated to the point where they would like to continue their academic work after they leave the camp.

Once again, it would be my recommendation that the persons hired for the academic work should follow the procedures of a regular high school; namely, the school day should be 8:00 a.m. to 4:00 p.m. and the wage scale should be such that you attract nothing but men of the highest caliber and that they be given a free hand in the curriculum guides and course of studies.

3. I would further recommend that the curriculum be so diversified that all students who are participants can gain some worthwhile attitudes and knowledge from the experience that they would be encountering. By the very nature of the wide variation in academic background and intelligence, I would recommend that as much instruction as possible be given on an individualized basis and structuring the day's activities

so that the doses are not too big and not too often.

Probably a regular one hour class period on alternate days would lend itself to a schedule fitted to both the contract with the forest service and the individual needs and interests of the student.

4. In regard to the work being given for credit in a high school, I would recommend that this credit be so structured that it can easily be placed on a transcript either from the Mother institution at Springer, or the Springer High School, Capitan High School, Ruidoso High School, or whatever is most feasible.
5. As mentioned above, I would suggest that the program be oriented so that it would lead toward the acceptance of teachers and classroom training. It must, because of necessity, be stimulating, interesting and motivating to the point where these students will want to carry on, when released, in the high school from whence they came before being institutionalized. The program should prepare a student to return to a life in either a school or a terminal program for a specific job.

In conclusion I cannot stress too much the fact that the total success of the program will depend upon quality personnel working under conditions in which the tools of learning are adequate, equipment is handy, supplies and hardware plentiful and that a definite attitude be set up that these are not custodial people but teachers of a school oriented program.

I have enjoyed being the coordinator-director this summer and have heard many nice things about the program, and it is my hope and prayer that the academic program for 1967-68 will be a success.

If I can be of further help feel free to call on me.

/s/ George P. White  
Superintendent of Schools  
Ruidoso, New Mexico

cc: James M. Garitson  
Adrian L. Moore  
Lucio Zamora  
P.T. Valliant  
H.B. McGuire  
Lynn McGuire  
M. Otis Spears  
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Ralph F. Petty

Interim Evaluation - Title I Program  
New Mexico Boys' School  
Springer, New Mexico

The current Title I project covers three major program areas.

These areas are:

1. General Elementary and General Remedial Education at Springer, New Mexico.
2. General Elementary and General Remedial Education at Camp Sierra Blanca, Ft. Stanton, New Mexico, and
3. Remodeling of library space and beginning the development of a student library in the Central School Building.

1. General Elementary and General Remedial Education at Springer, New Mexico.

The summer education program at Springer, financed by Title I, P.L. 89-10 began on June 19, 1967 with two teachers and thirty-nine boys.

Four groups of boys were selected to attend school on a half-day basis; one of these groups being composed of boys from Pine Lodge, the youngest segment of the student population; and the ones who most likely will return to school upon release from the institution.

Considerations for selection of students included: (1) homogeneity as indicated by their test results and (2) selecting boys who would be here long enough to complete the program.

The interim evaluation by the teachers and their supervisor indicate that the program is successful in about 53 per cent of the individual cases. This would indicate that additional supportive services are needed to bring the success percentage up to an acceptable level. A current review of this program resulted in the formulation of a plan that will provide basically the same level of education for virtually the same type student but provide this education as an integrated part of a total lodge program; i.e., the teacher(s) will become a part of a specially selected living group staff team and integrate the education program in the living unit on a self-contained basis rather than being detached as a part of the Central School. This method will provide a more intensive and better coordinated approach and will be included as an amendment to the current project when resubmitted for continuation during the fall term of school.

2. General Elementary and General Remedial Education at Camp Sierra Blanca, Ft. Stanton, New Mexico

The Camp Sierra Blanca academic program was initially designed for all boys who were presently at camp at the time the program was instituted, with the exception of eight trainees who were thought to be released prior to the termination of the program. Based on school history

of grades, academic achievement, individual intelligence and aptitude scores, legal ages of compulsory attendance, interest and camp staff's opinion as to whether the trainee would return to school upon his release, there were three groups of students whose interest and ability levels were high and who would undoubtedly return to school; a compulsory group made up of students who would be required by law to return to school, regardless of their ability; and, a terminal group composed of students who because of age and lack of interest, would probably not return to school.

Each one of the three groups were divided into two subgroups, making a total of six groups or classes. Each group was scheduled to attend three classes, those being math, reading and arts and crafts, seventy minutes per day, twice a week. The student was scheduled to be in camp two days a week for classroom instruction and he participated in the forestry work program three days a week. Classes were scheduled to be held in the mornings from 7:40 to 11:30, four days a week.

The total academic program was designed to offer instruction on a remedial level. The classes were structured small enough so that instruction would be geared to the potential of each individual boy. Audio-visual equipment was used in the reading and math classes. The arts

and crafts classes were continued on much the same basis as they were prior to the institution of the academic program; however, the same groupings were used as the class was directly coordinated with the math and reading classes.

Prior to the institution of the program, although there were some students that appeared somewhat anxious to become involved in the school program, the majority of the camp population was quite apprehensive as they expected a "cut and dried" curriculum as they would find in the more normal school environment. Many students requested not to participate for various reasons. After several weeks of instruction, there was a very distinct attitude change of the students. Most of the comments were that the school classes were not as they had expected and there was an atmosphere of acceptance of the teachers, which was quite the contrary as was felt prior to the commencing of the classes.

It is readily apparent that the program is having a desirable effect on the students. Students have presently been noted to spend more of their spare time reading material of their choice. There are many who have become concerned as to whether they will receive high school credit for their courses taken at camp. A

larger percentage of the students are presently contemplating a return to school; whereas, prior to the institution of the program, they were not.

Few difficulties have been encountered with the institution of the program. The students were, as expected, somewhat confused initially during the transition; however, a speedy adjustment was made. Only two students were transferred to other groups after the initial categorizing was done. Supervision of students during breaks posed somewhat of a problem; however, this has been met with. Scheduling of activities and/or work projects during the afternoons have posed somewhat of a problem, with the abundance of students in camp. Possibly, the fall program could include classes in social studies, auto mechanics and a teacher supervised study hall, which would add to the intensiveness of the program. Another benefit might include Fridays as an extra day of instruction for the progressive and compulsory groups, which would alleviate having an over-abundance of students in the forestry program.

Overall, the program does appear beneficial. The students, as displayed by their present attitude and interest toward the program, seem to be gaining a very desirable effect from the program. It is very apparent

that the total rehabilitative program is becoming more meaningful and beneficial with the incorporation of the school program. Although more conclusive evidence can be drawn at the termination of the summer session, the academic program has, to date, proven quite successful.

2. Library Program

As was indicated in the project proposal, materials have been purchased and remodeling of space in the Central School Building is under way. The materials have been financed by Title I and the labor is being accomplished by maintenance staff and students as well as by instructors and students in the building trades vocational training classes.

Furniture and equipment have been ordered but not yet delivered. It is anticipated that all furniture will be received and all remodeling complete by the end of the project period and ready for use beginning with the fall school term.

A librarian has been employed and during the remodeling phase has been assigned the task of accomplishing a complete revision of the cataloging system in order that our system will follow the guidelines being established at the state level. Some volumes of books have been

donated and a professional library for staff is being developed in conjunction with on-going staff training and development. The establishment of the staff library will be in addition to the development of the student library although the same facilities will be used for both.

The availability of Title I funds is making possible the development of additional programs in the institution that otherwise may have been delayed for years or perhaps not realized at all. It is expected that by the completion of this project and the subsequent ten-month project proposal now in preparation, significant program gains will be made, thus increasing the effectiveness of the total program.

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APPENDIX C

# APPENDIX "C"

## RECIDIVISM RATE

|                                                    |                                 | Fiscal Years |       |
|----------------------------------------------------|---------------------------------|--------------|-------|
|                                                    |                                 | 1966         | 1967  |
| 1. New Mexico Boys' School<br>Springer, New Mexico | (a) Beginning Population        | 308          | 291   |
|                                                    | (b) Number of Commitments       | 320          | 292   |
|                                                    | (c) Total Cases Handled         | 628          | 583   |
|                                                    | (d) Number of Releases          | 337          | 322   |
|                                                    | (e) Ending Population           | 291          | 261   |
|                                                    | (f) Total Number of Recidivists | 169          | 154   |
|                                                    | (g) Recidivism Rate             | 26.91        | 26.41 |
| 2. Girls' Welfare Home<br>Albuquerque, New Mexico  | (a) Beginning Population        | 104          | 93    |
|                                                    | (b) Number of Commitments       | 99           | 89    |
|                                                    | (c) Total Cases Handled         | 203          | 182   |
|                                                    | (d) Number of Releases          | 153          | 129   |
|                                                    | (e) Ending Population           | 93           | 82    |
|                                                    | (f) Total Number of Recidivists | 43           | 29    |
|                                                    | (g) Recidivism Rate             | 21.18        | 15.93 |

|               |                                 | Fiscal Years |       |
|---------------|---------------------------------|--------------|-------|
|               |                                 | 1966         | 1967  |
| STATE TOTALS: | (a) Beginning Population        | 412          | 384   |
|               | (b) Number of Commitments       | 419          | 381   |
|               | (c) Total Cases Handled         | 831          | 765   |
|               | (d) Number of Releases          | 490          | 451   |
|               | (e) Ending Population           | 341          | 314   |
|               | (f) Total Number of Recidivists | 212          | 183   |
|               | (g) Recidivism Rate             | 25.51        | 23.92 |

APPENDIX D

APPENDIX "D"

| <u>TOPICS</u>                                                                                                            | <u>NUMBER OF STAFF<br/>RECEIVING TRAINING</u> | <u>AVERAGE TIME TRAINING<br/>TOOK PLACE (Wks/Hrs)</u> |
|--------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-------------------------------------------------------|
| 1. Cultural Background of<br>Educationally Disadvan-<br>taged or Neglected and<br>Delinquent Children                    | <u>5</u>                                      | <u>3/1</u>                                            |
| 2. Measurement, Evaluation<br>and Reporting                                                                              | <u>5</u>                                      | <u>1/1</u>                                            |
| 3. Utilization of Library<br>and Library Resources                                                                       | <u>2</u>                                      | <u>1/1</u>                                            |
| 4. General Orientation to<br>Title I Programs and Ne-<br>glected and Delinquent<br>Programs                              | <u>6</u>                                      | <u>1/1</u>                                            |
| 5. Utilization of Supportive<br>Services (e.g. Psychia-<br>trists, Counseling, Speech<br>Therapy, Health, Social<br>Work | <u>3</u>                                      | <u>1/1</u>                                            |

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- 1/ Please indicate the time spent in each area of In-Service Training in terms of weeks and hours per week. For example, if Instructional Methodology was given over a 10-week period, 3 hours a week, this would be recorded as 10/3.